Wooden prayer tablets at the entrance to a Shinto shrine in an Osaka suburb hold the supplications of high-school students seeking that extra bit of help for their university entrance exams.

Continued from Preceding Page

Rakuhoku is a rarity in Japanese education: a neighborhood high school. Most of the country's prefectures (governmental units like provinces) have high schools that are either formally or informally ranked according to academic quality, with the better students going to the better schools. But the Kyoto prefecture, because of a liberal political heritage that includes a long period of leadership by Japan's Communist Party and a strong local union movement, de-emphasizes competition. Students attend the high schools nearest their homes. *(See accompanying story on page 15.)*

At Rakuhoku, Etsuko attended classes with weak as well as academically able students. Her teachers put little stress on entrance-examination preparation. But although she says it took a lot of independent studying to get into college, Etsuko thinks she benefited in other ways from her high-school experience.

Many of her classmates were preparing to become clerks in Kyoto's commercial district, she says. "I made a lot of friends I would not have come in contact with if we had been separated by ability."

Equality: Theory vs. Practice

That Etsuko's high-school experience differed from her brother's, however, illustrates the role social factors play in influencing the kind and level of education available to a Japanese child. Theoretically, the single-track system imposed by postwar reforms assured equality of educational opportunity in Japan. But in reality equality gives way at the secondary-school level.

Beyond compulsory schooling—which ends after the 9th grade—who a student is, where he lives, and how much his parents can afford to spend for private schools and tutoring often mean the difference in whether or not he reaches the freshman class of a top college.

Many Japanese would argue, for example, that living in Kyoto, with its reduced-stress neighborhood high schools, put Etsuko at a disadvantage in the entrance-examination race. A more rank-conscious system, where she was forced to compete daily with superior students, would better have served Etsuko's ambition, they would say.

Had she lived in one of Japan's remote rural areas, Etsuko's chances of going to college—any college—would have been even worse. Fewer than one in five [illegible] high-school students in these poor and isolated districts go to college. (There, Japanese educators point out, as in rural areas of the United States, traditions of family farming coupled with differing attitudes toward money and success isolate the populace to a great degree from the education pressures of urban Japan.)

Statistically, being female is also a disadvantage for a Japanese student, but Etsuko fortunately is unusually motivated. Unlike most Japanese women, she applied to a good four-year college and was accepted. Later, she studied abroad.

Even the education-conscious Kishimoto family followed the traditional pattern of putting its private-school money on Takehisa. College enrollment figures show clearly the educational bias toward sons: the elite universities are more than 90-percent male; the junior colleges are more than 90-percent female. *(Part three of this series will examine the role of women in Japanese education.)*

'Examination Hell'

The multi-layered stress that vying for college admission exerts on students and their families has slipped into the vernacular as *shiken jigoku*, "examination hell." But, ironically, going to college in Japan is not actually that difficult.

"There is enough space in Japanese colleges to accommodate all students," claims Kyoto University's education dean, Tetsuya Kobayashi. Almost 40 percent of the country's high-school graduates go on to higher education, he notes, and for most of them—the 76 percent who opt for private colleges—the entrance examinations are much less demanding, testing only two or three subject areas.

Others cite statistics that dispute Dean Kobayashi's contention. National surveys, for example, show that 80 percent of the country's high-school freshmen say they intend to go on to college. But only 58 percent actually apply. Of these, fewer than 40 percent actually enter.

In *Japan's High Schools*, Thomas P. Rohlen takes a careful look at 1980 college applications and calculates that, with the more than 200,000 *ronin* factored in, one out of every four students taking the examinations would not find a collegiate home. Among the high-school seniors aspiring to four-year colleges, he found that one in three would not succeed.

Although hundreds of new colleges and universities have opened in the last few decades, the fact remains that as education-

Continued on Page 16

Precautions

Kazoyuki Shindo, a vice president at Toyo Kohan, a major producer of tin plate, said that his alma mater, Waseda University, has had problems in the past several years because parents were bribing faculty members to obtain copies of the university's entrance examination before it was administered. Now, he said, Waseda and the public universities take extra precautions: The tests are printed in jails by prisoners who cannot give copies out, and they are kept locked up in a safe until the day of exams.

SHEPARD RANSOM

The postsecondary life: With test pressure off, Tokyo University students have time for pinball.

Continued from Page 14

al opportunity has expanded, the rigors of "examination hell" have increased. In prewar Japan, there were only eight Imperial universities and a dozen private colleges and universities; today, there are more than 450 four-year colleges and an additional 520 junior colleges. But virtually none of the new institutions have joined the ranks of the most elite.

Thus, explains Noritake Kobayashi, former dean of the graduate business school at Keio University, the tremendous growth in opportunity has actually created "a kind of polarization between good and bad schools." Employers are now more, not less, likely to look to the established higher-education institutions to fill top entry-level jobs, he says.

'The Controlling Factor'

And entering at the top can often be crucial, according to Chie Nakane, author of *Japanese Society*. She explains that, because a rigid seniority system dominates much of Japanese industry, practically the only place the country's deep merit orientation comes into full play is in the hiring process. Thereafter, she says, the system works automatically.

In Ms. Nakane's view, the "principal controlling factor of social relations in Japan" is the "rigidity and stability produced by ranking." She asserts that "this ranking order, in effect, regulates Japanese life."

That is why, for those who have top-rank potential, entrance exams have become a nightmare. Says Dean Kobayashi: "For these students—and their parents—the psychological effect of the examinations is severe."

So severe, in fact, that Japan now leads the world in school-related suicides among those in the 15-to-19-year-old age group. The situation is such that the highly moral Japanese have begun to stretch or break the law to enhance their children's preparation for the tests. Some parents falsify addresses or send their children to live with relatives so they will have a shot at attending high schools with good records on examinations. And in the press, reports of other, more bizarre test-related phenomena are commonplace.

In one 1975 incident, readers of the newspaper *Shūkan Asahi* were moved to write dozens of letters responding to a news account of a father so anxious for his daughter's success on her university examination that he dressed as a woman and took the test himself. The man was a teacher and lost his job over the masquerade. But his plight struck a nerve.

A novelist called the gesture "a wonderful thing . . . a heart-warming story one cannot hear without tears." And a college professor, who said he thought he understood why the man had done it, had this to say:

"I often see these parents nervously pacing outside the examination rooms. If one or two of them decided to do this, it would hardly surprise me. I almost feel like saying 'well done.' "

Assessing the Psychological Toll

Has the meritocracy gone awry? Many in Japan think that is very nearly the case. They attribute their country's alarming increase in incidents of school violence—particularly assaults against teachers—to the psychological toll taken by "examination hell." They also wonder whether the hoped-for surge in student creativity can emerge from a rigidly hierarchical system that makes getting into an institution more important than the learning it offers.

Unfortunately, both history and their own cross-purposes tell the Japanese that the system is, at present, self-perpetuating.

Hidenori Fujita, a Nagoya University professor of educational sociology, says ranking by examination has been "a sorting mechanism for society" since the Meiji Restoration, that period midway through the last century when compulsory education was introduced and Japan began its rise as a modern industrial state.

Then, he says, even the order of class seating was set according to the standings on monthly examinations. Examinations for promotion and graduation were public affairs, with town officials and the citizenry on hand to see prizes awarded to distinguished students.

But the examinations also provided upward mobility in post-feudal Japan, Mr. Fujita notes, and thus motivated students to

Attitudes of 1980 Japanese and American High-School Seniors

Variable	Japan: All seniors	Japan: Males	Japan: Females	United States: All seniors	United States: Males	United States: Females
Self-esteem (agree):						
I'm a person of worth	30%	37%	19%	90%	90%	89%
I'm satisfied with myself	28	32	24	79	80	79
At times, I think I'm no good	59	49	71	46	41	51
I have the ability to complete college[1]	39	49	27	81	80	81
Locus of control (agree):						
Good luck is more important than hard work for success	25	28	21	11	13	9
What happens is my own doing	59	60	58	77	79	76
Plans hardly ever work out	74	70	78	23	20	25
Life values (seen as very important):						
Success in line of work	84	89	78	88	89	86
Marriage and happy family life	81	80	82	81	78	84
Lots of money	28	35	19	31	40	22
Strong friendships	92	91	94	81	81	82
Finding steady work	69	68	71	84	86	83
Being a community leader	8	13	2	10	12	7
Giving my children better opportunities	43	43	44	67	67	66
Living close to parents and relatives	13	14	10	14	13	15
Getting away from this area of country	27	30	23	14	15	14
Correcting social and economic inequalities	22	24	18	13	12	14
Having children	55	55	54	36	34	44
Having leisure time	67	72	61	70	72	69
Work choice values (seen as very important):						
Previous experience in the area	28	29	27	31	30	32
Good income to start	22	24	20	46	46	43
Job security and permanence	70	64	77	58	58	58
Important and interesting work	89	89	89	86	81	89
Freedom to make own decisions	55	61	47	62	47	53
Meeting and working with friendly people	72	69	76	66	59	73

[1]The Japanese question uses "enter" instead of "complete" because the dropout rate from college is negligibly small in Japan.

Source: National Center for Education Statistics, 1982.

Japanese Junior High-School Children's Opinions on Preparation for Entrance Examinations

Opinion	Boys	Girls	Total
I consider it a rare occasion in life when one can test his/her possibilities by doing one's best	28%	28%	28%
I don't think it is desirable, but it is meaningful to carry it through	40	43	42
It cannot be helped, since competition is everywhere	21	16	18
It is an absurdity to spend time and energy on totally useless things	1	1	1
Those who want to study, study, and it is their own business	6	8	7
Other	0	0	0
I don't know	4	4	4

Notes:
A total of 2,448 students answered the poll, 1,215 of whom were boys and 1,233 of whom were girls. The poll asked junior high school children for their opinion on preparation for entrance examinations in general.

Source: "Public Opinion Survey on Children's Attitudes" (1982) by the Public Relations Office of the Prime Minister's Office.

work hard. The meritocratic element they introduced to Japanese society also whetted parents' aspirations, helping to spur the country's rapid climb to near-universal enrollment in compulsory education. Says the professor: "School was almost the only place where everybody could be equal."

Principles Have 'Deteriorated'

But since World War II, the competition for educational status has created a deepening gulf between the meritocratic and the egalitarian strains of Japanese education.

"The underlying ideas of education have lost their substance," concluded the Prime Minister's Conference on Culture and Education last March. Equality of opportunity has come to mean little more than providing "a uniform and equalized education," the panel said, while "the principle of fair competition and objective assessment . . . has deteriorated into mere techniques of measuring the amount of knowledge by uniform standards and yardsticks, and also into the prevalence of tests and entrance examination systems that avoid an appropriate assessment of children's individuality and diverse abilities."

The study group indicted Japan's whole educational establishment as "entirely biased to entrance examinations," producing a kind of school experience, it said, that stresses "cramming" more than discovery and learning.

Trivial Pursuits?

Many Japanese educators agree. The growing intensity of test competition, they say, is distorting the learning process. Nearly 15 years ago, an international team of examiners found that Japanese students often became "more interested in examination techniques than in real learning and maturation." That assessment is even more valid today.

As the Conference on Culture and Education noted in its report, parents, schools, and teachers have all been forced to abet the process. They emphasize the tests, even as they quibble with what the tests emphasize.

The material on most examinations "has nothing to do with what students need to know to live their lives," argues Makoto Kunishige, a recently retired junior-high-school principal from Kudamatsu. He questions the learning value of drills that merely promote the retention of arcane information. For example, he says, a high-school entrance test given last year to students in Hiroshima asked them to name a new port in Holland and cite factors influencing the weather in Italy.

At the university level, this esoteric questioning is compounded by escalating difficulty. There is, says one educator, a growing rivalry among colleges to produce the most difficult entrance exam as a way of ensuring quality students. The idea, says Thomas Rohlen, is that the brilliant and energetic students will find a way to master even the most confounding material.

Says Mr. Rohlen: "Japanese universities have never made a serious effort to judge a candidate's raw aptitude for learning. They want to know how much has actually been learned and how well information and theory can be applied to problem solving."

'Sky-High' Skills Required

Nor do test makers give serious thought to what is actually being taught in high schools. Unlike such systematic American assessments as the Scholastic Aptitude Test, Japanese tests are often devised with little scientific or statistical groundwork. A National Center for University Entrance Examination solicits the help of educators in preparing the national screening exam, but entrance examinations for individual colleges and universities are put together by departmental faculty and can vary widely from institution to institution.

What universities most often come up with, says the Keio University business professor Noritake Kobayashi, are multiple-choice and fill-in-the blank questions that have raised the levels of skill and memory required for acceptance to "sky-high proportions, beyond any practical requirements of college and university education."

Rokurō Hikada, a professor at Kyoto Seika University and author of *The Price of Affluence: Dilemmas of Contemporary Japan*, says, in fact, that he doubts whether most university teachers or graduates would score well on the entrance test to their own university, if they had to take it again. "This alone indicates the absurdity of the present testing system," he claims.

"When a system approaches a point of perfection of its own," says Mr. Kobayashi, "it starts to deteriorate." And the testing system, he says, has reached that point. "Applicants are asked to sacrifice the development of their independent thinking and composition capabilities to meet the need for memorizing as many of the right answers as possible."

Curriculum With a 'Shadow'

To meet the demands of the tests, says Riyoichi Matsumura, supervisor for geography instruction in Yamaguchi prefecture, schools actually have two curricula—a broad one issued by the Ministry of Education and aimed at developing the "whole" student, and a rigid "shadow" curriculum based on questions likely to appear on entrance examinations.

Teachers at academic high schools find themselves forced to teach the rigid curricu-

Continued on Following Page

Junior High-School Graduates

Year	New graduates	Undertaking further education[1]	Undertaking vocational training[2]	Entering employment
1955	1,663,184	857,032	*	633,576
1960	1,770,483	1,022,424	*	633,224
1965	2,359,556	1,667,00	*	548,675
1970	1,867,064	1,368,898	*	214,174
1975	1,580,495	1,453,165	*	63,212
1979	1,635,460	1,536,659	42,773	43,780
1980	1,723,025	1,623,759	42,877	44,400
1981	1,677,764	1,581,772	39,926	44,678
1982, total	1,556,578	1,468,233	35,054	43,120
1982, by sex:				
Male	797,870	743,775	21,348	27,416
Female	758,708	724,458	13,706	15,704
1982, by school type:				
National	11,762	11,606	74	20
Local	1,497,248	1,409,313	34,916	43,039
Private	47,568	47,314	64	61

[1]Number of entrants to upper secondary school (regular and short-term courses) and to technical colleges (not including those to correspondence courses).
[2]Number of entrants to special training schools, miscellaneous schools, and public institutions for vocational training, etc.

High-School Graduates

Year	New graduates[1]	Undertaking further education	Undertaking vocational training	Entering employment
1955	715,016	131,526	*	332,261
1960	933,738	160,386	*	566,618
1965	1,160,075	294,540	*	690,051
1970	1,402,962	340,217	*	802,817
1975	1,327,407	453,842	*	576,768
1979	1,383,539	442,022	269,255	573,104
1980	1,399,292	445,875	282,627	581,430
1981	1,424,273	447,416	302,205	594,911
1982, total	1,449,109	447,761	318,816	602,537
1982, by student characteristic:				
Male	722,581	209,147	181,608	285,230
Female	726,518	238,614	137,208	317,307
Full-time	1,421,896	446,148	316,579	581,375
Part-time	27,413	1,613	2,237	21,162
General	997,373	403,158	268,949	260,756
Vocational	451,736	44,603	49,867	341,781
1982, by school type:				
National	3,270	1,695	251	155
Local	1,042,553	309,628	240,573	436,742
Private	403,286	136,438	77,992	163,640

[1]Number of entrants to university (undergraduate and short-term courses), junior college (regular and short-term courses), upper secondary school (advanced courses), National Training Institute for Nursing Teachers and the National Training Institute for Engineering Teachers.

Source: Ministry of Science, Education, and Culture, Japan.

Kobe University's Entrance Test:* A Sample Question

The philosophy that arose in ancient Greece had an enormous influence on subsequent human thought. The earliest form, (1)_____ philosophy, arose in the (2)_____century in the (3)_____ region. Liberating itself from the mythological approach to natural phenomena, this philosophy aimed to explain the fundamentals of nature in a rational manner. (4)_____, who explained the origin of things to be water, and (5)_____, who treated the basis of matter mathematically, were representative scholars of the age. Following the war with (6)_____, democratic government was implemented with Athens as its focal point, and a school of teachers, the (7)_____, arose to give instructions to citizens in the arts of public debate. This development began the division of philosophy into component fields. As can be seen in the famous phrase, "Humans have many ways of measuring things," of (8)_____, the existence of absolute causality was denied by the assertion of subjective understanding. (9)_____ offered counterarguments to this in his teaching. Known for his special questioning of students as a way of teaching them to understand the truth, he was misunderstood by his society and sentenced to death. One of his students (10)_____, recorded his words and also bequeathed to the world a theory of idealism and a treatise on political utopia, and another student, (11)_____, drew together and synthesized all of existing Greek philosophy, for which he is now regarded as the figure representative of Greek learning at its zenith. In the latter half of the (12)_____ century, Hellenism arose, and, reflecting the decline of the democratic independent city-state, philosophy shifted from being primarily part of the education of a democratic citizenry to being part of the tendency to seek psychological solace and contentment. The (13)_____ school, which explained matters in terms of pleasure and pain, and the (14)_____ school, which sought to eliminate appetites, were characteristic of the age. Both subsequently spread to the aristocracy of ancient Rome, where Emperor (15)_____, who wrote his confessions, and the philosopher (16)_____ were representative figures.

a. Academia
b. Aristides
c. Aristophanes
d. Antoninus Pius
e. Euripides
f. Cicero
g. Chrysippus
h. Constantine
i. Natural Law
j. Existentialism
k. Seneca
l. Sophists
m. Solon
n. Dorian
o. Pythagoras
p. Plato
q. Hesiod
r. Peloponnesus
s. Macedonia
t. Mycenae
u. Attica
v. Aristotle
w. Archimedes
x. Ionia
y. Epicurean
z. Xenophon
aa. Enlightenment
bb. Natural Philosophy
cc. Absolutism
dd. Stoic
ee. Socrates
ff. Thales
gg. Hadrian
hh. Phaedrus
ii. Protagoras
jj. Persia
kk. Polybius
ll. Marcus Aurelius
mm. Laconian

Answers: (1) i, (2) 6th B.C., (3) x, (4) ee, (5) ó, (6) ii, (7) l, (8) hh, (9) ee, (10) p, (11) v, (12) 4th B.C., (13) y, (14) dd, (15) kk, (16) k.

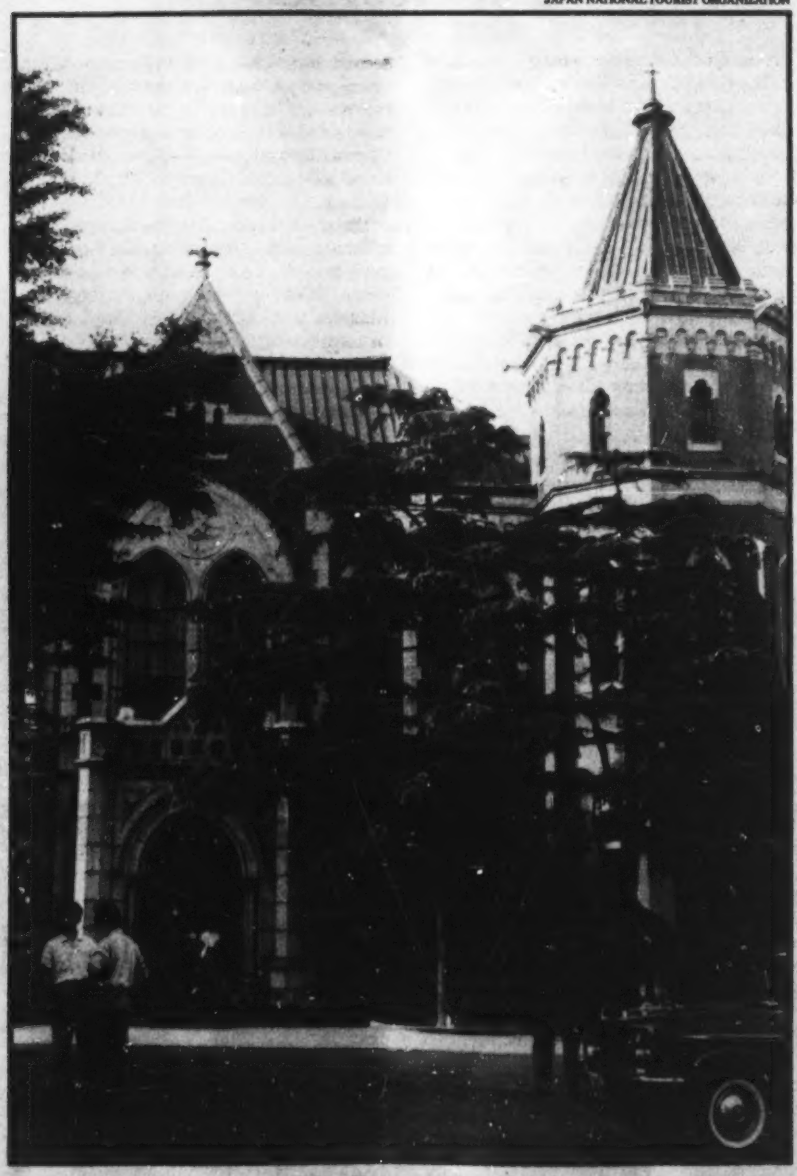
* Question appeared on the test for entrance into the university in 1974.

Source: *Japan's High Schools*, by Thomas P. Rohlen

Says the former Minister of Education, Michio Nagai: "It is not an exaggeration to say that education designed to develop men who love learning and think for themselves has already been abandoned."

JAPAN NATIONAL TOURIST ORGANIZATION

Japan's most elite private colleges and the first private institutions granted official accreditation as universities—Waseda University, right, and Keio University, below. Graduates of these schools are highly prized by recruiters from business and industry.



Continued from Preceding Page

lum whether they want to or not, he says. If they don't, they fail their students. "If I taught in a more relaxed manner, my students would probably fail the exams," Mr. Matsumura says.

Father Gaiton Labadie, a Canadian priest who teaches English at private Rakusei High School in Kyoto, where 95 percent of the students go on to a prestigious national university, says that entrance exams influence much of the school's curriculum in the first two years and "100 percent" of it in the senior year. Like their counterparts at many top private schools, Rakusei teachers often cram the three-year required curriculum for high school into two years, giving their students the third year to spend entirely in preparation for the examinations.

The former Minister of Education, Michio Nagai, perhaps spoke for many disgruntled Japanese when he told *Time* magazine in 1983, "It is not an exaggeration to say that education designed to develop men who love learning and think for themselves has already been abandoned."

The Admission Sweepstakes

Despite its disgruntlement, however, the public seems wholely unable to stem the examination tide. As the author Thomas Rohlen puts it: "Hardly a soul in the entire country will say anything publicly in its favor, yet private behavior feeds the competition."

Perusing Japanese newpapers and magazines during February and March will give a clear indication of how deeply ingrained in society the examination system has become. Major dailies report the number of applicants and the competition rates at the more prestigious universities, along with the number of successful applicants, by type of high school, prefecture, and year of graduation. The country's largest weekly news magazines give a two-month running commentary on the whole entrance sweepstakes, often culminating with up to 15 pages of statistical details and interviews probing what successful candidates did or did not do to pass.

Such attention is fanning the competitive flames in the educational system itself, according to Nagoya University's Mr. Fujita, pitting high schools and prefectures against one another in the race to place students in prestige colleges. It also means, he says, that Japanese education is developing in the direction of private supplemental education, not in its formal structure.

Meanwhile, the number of struggling *ronin* students like Takehisa Kishimoto continues to grow. Of the 413,000 students admitted to Japanese universities in 1981, only 277,000 were new senior-high graduates; the rest were *ronin*. Of those applying to Tokyo University, what one commentator calls "the Mount Olympus" of Japanese education, an average of 35 percent are taking the entrance examination for the second time; 10 percent succeed on their third attempt. And there even those who, like a celebrated 1975 freshman admitted in his 30's, have long since passed the decade mark in their try for admission.

From Pyramid to Rectangle?

The situation is no better at the prestigious private universities, like Keio and Waseda, where more than 50 percent of the 1980 freshman classes passed the entrance tests after at least one *ronin* year. The *ronin* year is so common now that educators talk of a de facto 6-3-3-1-4 education system, rather than the 6-3-3-4 structure adopted after World War II. That extra cramming year between the three high-school years and the four college years has become a necessary evil, if not an institution.

"We need to change the ranking system of colleges from a pyramid structure with Tokyo University at the top to a rectangle that guarantees relatively even quality for all colleges," says Nobuhisa Kawamura, a teacher whose private high school in Tokuyama enrolls mostly students who fail the entrance examinations for other high schools in the region. "Then," he adds, "we ought to devise a testing system that makes sense."

A Deal

Yoshiya Abe, a professor of resource development at the National Center for the Development of New Media in Education and a specialist in comparative religions, had a deal with his daughter. When the girl was in junior high school, they worked out an arrangement whereby whenever she finished first in her class on an exam, he would give her 10,000 yen (about $40). If she was second, he would award her 9,000 yen, if she was third, 8,000 yen, and so on. But there was a hook to the deal. If she was 11th, she had to pay him 1,000 yen; if she was 12th, she had to pay him 2,000 yen, and so on up the line.

The results, he said, were that "she earned a lot of pocket money" and that because she paid a lot of attention to her school work beginning at an early age, she "didn't have to worry about examination hell."

'NEW' MINDS FOR BUSINESS

Corporate leaders' new call for innovative employees may not be easily answered by a system designed to produce waves of what one city official calls "yes men."

The Mitsubishi Corporation is Japan's largest diversified trading company, so its manager for recruitment and development, Kazuaki Hikida, has little trouble finding qualified applicants for the 150 managerial-trainee positions he fills each year. More than 1,000 recent college graduates apply.

But like a growing number of Japanese businessmen, Mr. Hikida is less than satisfied with the graduates he interviews. "I see a lot of narrowly focused, standardized individuals," he says glumly. What is more, the new graduates seem to Mr. Hikida "exhausted already" by the test-laden climb through the academic hierarchy.

"We have to ask ourselves," he says, " 'Will this applicant have enough fuel to burn?' "

Until very recently, corporate leaders in Japan had nothing but praise for the nation's schools. They were grateful for the superbly skilled workforce that had powered their economic miracle. Now they are singing a slightly different tune.

Search for 'a Creative Mind'

Business has joined government in looking for "a new type of educated person," says Noritake Kobayashi, a Keio University business professor. Today's ideal job candidate, he says, is a person the schools have not been geared to produce. one whose strengths are "a creative mind and an independent way of thinking."

But instead of the creative independence they seek, business leaders are finding independence of a very different sort in today's graduates. Increasingly, corporate recruiters must ask themselves not only about burnout but also about stability. Their question is one seldom heard before in Japanese industry: Will new employees stay with the company, or will they become what Mr. Hikida calls "jumpy"?

With a secure and lucrative lifetime-employment system, Japan has not experienced the kind of corporate job-hopping common in America. Workers are paid and promoted on the basis of seniority within the organization. They receive handsome retirement benefits after long service with a corporation, and, until now, most of them have been happy to remain with the likes of Sony, or Honda, or Seiko throughout their careers.

Demise of the 'Mitsubishi Person'

But today's young employees have "different value systems," according to Mr. Hikida. They no longer want to go through the required transfers within the company, he says, or to become "a Mitsubishi person" like their predecessors.

"It's getting to be that success in competition and in the corporation is not equated with real success in life," he says. "Now students want more time for relaxation and the family."

Like Mr. Hikida, Hisashi Umehara, a Nissan Motor Company executive, is worried about the new workers' attitudes. He fears that the high level of teamwork Japanese corporations have depended on may be slipping away because the schools no longer provide enough of what he calls "social training." Such skills as communication and cooperation, he says, have been the victims of the excessive emphasis on testing.

Mr. Umehara believes teachers, obsessed with transferring test knowledge, slight the intangibles that build the group ethic. "From kindergarten through elementary and secondary school, students are always preparing for entrance examinations," he complains.

Signs of the Times

Contradictions, such as this search for creative mavericks in a country built by team players, are emblematic of modern Japan. It is a strong, rooted society with growing pains. Its people revere their heritage but enjoy the fruits of an ultra-modern lifestyle.

In today's Japan, poverty is minimal, racial and ethnic discord practically nonexistent, and unemployment—for the moment—almost nil. National surveys suggest that more than 90 percent of the people considers themselves "middle-class." The young are urbanized, upwardly mobile, and leisure-oriented. For those who can withstand the pressures of schooling well enough to graduate, there are twice as many jobs as competitors for them.

And yet, the Japanese are aware of the future's uncertainty. Their leaders tell them they are at "a major turning point." Their scholars and journalists give them these facts:

Japanese economic growth has begun to stabilize; young workers can look forward to fewer job openings as the decade wanes. To make matters worse, the country's population is aging so fast ("at a rate unprecedented among modern nations," one scholar says) that multiplying social and financial burdens await the coming generations. Today, there are 15 Japanese workers supporting every senior citizen. Thirty years from now, there will be only three workers for each retiree.

A corresponding age shift in the workforce will have grave implications for the nation's economic competitiveness. In a strict seniority-based employment system, where pay scales correlate with age, the payroll demands of such a steep rise in average worker-age will surely mean higher prices for Japanese goods.

Ingenuity and the Knowledge Economy

The only way for the Japanese to keep ahead, say their experts, is through brainpower. But not the brainpower that built their industrial prowess. The present Japanese worker is well-schooled and scientifically literate. But to build a knowledge-intensive economy that will lead the world in high technology, which is the goal of Japanese industry, a new superworker must emerge—one who possesses the creative in-

KEN MIYAGAWA/BLACK STAR

Japanese industry values the "human skills" of teamwork and communication, and it rewards those who possess them by providing lifetime security and a working environment where rank and pay distinctions are minimized.

"America has a system that matches the graduate—already something of a specialist—with the opening. In Japan, corporations seek generalists whose acquired skills will be company property."

genuity to spark new product lines and production processes.

This will be an industrial reversal with tremendous consequences for the education system. As the scientist Masanori Moritani explains in *Japanese Technology: Getting the Best for Least*, there are "fewer epochal technologies coming out of America and Europe" for Japanese industry to refine and apply. The skilled workforce will not be enough to fill that void; innovative minds will have to create the substance of Japan's second-wave industrial surge.

Yet, statistics show that every year since 1975 Japan has increased, rather than decreased, the amount of technology it imports.

This is why so many businessmen, like Mitsubishi's Hikida, are supporting the government's education line. "Creativity" and "diversity" are the code words. What is actually sought is nothing less than a new approach to learning, one that minimizes the pressure to retain mountains of facts for entrance examinations and maximizes the opportunity to stand out in the academic crowd.

Corporations and Meritocracy

Ironically, however, the corporate world has helped to build and perpetuate the educational practices it now wants changed.

Isao Amagi, a special adviser to the minister of education, says the "priority-hiring" practices of both business and government have been a major factor in increasing the competition for slots at elite schools. Both private industry and the public sector use the examination system as a kind of screening device, he says. The most powerful companies and the most prestigious government agencies recruit almost entirely from the best colleges.

Employment statistics dramatically testify to this fact. Japan's first Imperial universities, established during the Meiji reign, were those at Tokyo and Kyoto. They remain the most prestigious institutions in the country, and to be a graduate virtually assures success, particularly in the case of Tokyo University. Half of Japan's postwar prime ministers have been Tokyo graduates, as are about one-fourth of the presidents of the top 100 corporations. And in a 1978 survey, more than 62 percent of the government officials at the level of section chief or above confirmed that they were Tokyo graduates, including 89 percent of the top Ministry of Finance officials and 60 percent of those in the Ministry of Education.

Mitsubishi's recruiting manager, Mr. Hikida, suggests that one way to ease the problem of "standardized" white-collar workers would be to hire students from a greater variety of colleges. Over the last decade, he says, Mitsubishi has opened up its application system, considering candidates from all Japanese colleges and hiring from as many as 30 different institutions.

Contradictory Messages

Though the recruitment pool has been wider, however, the results have been basically the same: Some 60 percent of the 150 managerial-level trainees still come from four elite universities, with Tokyo University leading the group.

With such well-entrenched management practices, corporations have had a hard time convincing the Japanese public of their sincerity in seeking diversity, independence, and creative flair. Two surveys of Japanese corporate attitudes released this past fall by Japan's Nippon Recruitment Center, a large employment-information agency, show that, despite what industry says it needs, its pool of potential young employees thinks it wants something vastly different.

One of the Nippon surveys queried more than 6,000 male and female college students; the other questioned officials at 888 corporations. Among the findings were these:

- Only 8 percent of the students thought that basic academic abilities were a major consideration in corporate hiring decisions, but almost half of the corporate executives said they were of prime importance.
- Almost one in three of the corporation officials said they put heavy emphasis on a student's expertise, but less than 10 percent of the students thought their expertise would win them a corporate job.
- Most of the students said that, in a job interview, they would stress sociability and cooperativeness more than any other traits.

Toshiyuki Watanabe, a city-council member in Kudamatsu, a small city on the inland sea near Hiroshima, voices the skepticism of many Japanese: "Corporations say they want a person who is an innovative, creative individual who can accomplish great things. On the other hand, they want students who are broadly trained. It's a contradiction. And the message that has been passed down is that corporations don't want innovative or talented people. They want 'yes men' who obey everything."

The Virtue of Adaptability

Mitsubishi's top recruiter casts the seeming contradictions in a more positive light. He says the way Japanese companies are run makes adaptability essential for both employer and employee.

"America has a system that matches the graduate—already something of a specialist—with the opening," he says. "In Japan, corporations seek generalists whose acquired skills will be company property. This assures great flexibility in the use of personnel.

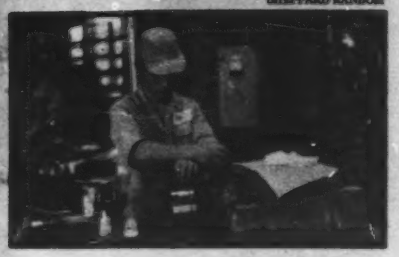
"Japanese executives don't specialize; they regularly move from one corporate department to the next," he adds. "In the process, they become expert in the structure and internal workings of the company."

Mitsubishi tries to give its top-level employees three different work situations in their first 14 years, he says, varying either job responsibility or geographic location.

Continued on Following Page

SHEPPARD RANDOM

ELI MITAZAWA/BLACK STAR



Vocational high schools are modernizing their programs to equip graduates with the skills needed to compete in a changing job market. At top, students from Tokyo Public Vocational High School design an apartment, from the interior layout to the style and placement of furniture; at left, a technically skilled graduate at work with the Honda Corporation; above and below, students in a high-school machine shop.

Continued from Preceding Page

"We need people who have basic capability and general talent. It is our responsibility to train them, whether they have studied business, law, economics, or engineering."

Training for 'Acquired Skills'

This preference for "acquired skills" extends all the way down the corporate ladder to include blue-collar workers. It has created a complex network of corporate training programs that both augments and, in some cases, alters the content of formal education.

Some 80 percent of Japanese companies have worker-training programs of some kind, and the larger the company, the more rich and diverse its training options. "Companies employing 5,000 people or more spend about five times more per person on education than small enterprises employing 100 people or fewer," says a researcher at Hiroshima University's Research Institute for Higher Education.

In a 1980 study conducted for the Japan Labor Institute, Haruo Shimada, a Keio University economics professor, found that in the previous decade 70 percent of all corporations had training programs for new employees with college degrees; two-thirds had programs for new workers with high-school diplomas; and 55 percent provided training for middle-school graduates new to the job. About one-fourth of the corporations also offered training programs to workers already on the payroll. (A study released last month by the Carnegie Foundation for the Advancement of Teaching indicated that 75 percent of American corporations conduct worker-training programs on both basic and advanced levels.)

The Nissan Motor Company spent more than $3.3 million to train its 18,000 white-collar workers last year and an additional $8.3 million to train 42,000 blue-collar workers. Like several other major Japanese corporations, Nissan operates its own private technical high school, giving accredited instruction to 100 students each year in four professional subject areas: machinery, electronics, sheet metal, and automobiles. (The International Business Machines Corporation, by comparison, spent upwards of $700 million last year on training of all kinds, according to the Carnegie report.)

Mr. Umehara of Nissan is proud of the fact that many of his company's best general foremen were once among the worst students at their public schools. They needed seasoning and direction, he says. They may have lacked the best academic abilities, but they had what Mr. Umehara calls "the human qualities." Nissan training developed these, he says.

Impact on Formal System

The darker side of this corporate educa-

RICHARD BAZZANA

tion network is its impact on the development of the formal education system. Graduate education in particular has suffered, because Japanese corporations prefer to conduct their own research and train their own researchers.

Toshio Toyoda, a professor at the Institute of Developing Economies, reports that only 1.3 percent of 22-year-olds attend graduate school in his country, well behind the proportion in other industrialized nations. By comparison, the figure is 16.3 percent in the United States and 13.2 percent in West Germany.

This in-house research-and-training orientation of Japanese companies has also left the schools complacent about providing up-to-the minute, technology-based training. Consequently, they have lagged behind other nations' schools in giving students hands-on experience with computers and other advanced teaching aids.

Despite widespread U.S. assumptions to the contrary, the Japanese are "a few years behind" American schools in putting microcomputers in the classroom and in training teachers to use computer-assisted instruction, according to researchers at the country's National Center for New Media in Education.

Even in vocational programs, this lack is felt. Haru-o Otah, the principal of Tokyo Public Industrial High School, says that most of the equipment in his machine and electronics classes is badly out of date and that his school has too few microcomputers to adequately teach students that technology. With recent government budget cuts and no incentive for corporate help, Mr. Otah expects more, not less, obsolescence in his classrooms.

Graduates Industry 'Doesn't Want'

But the future of students enrolled in public vocational or technical high schools is bleak with or without the classroom handicap. Already facing a shrinking blue-collar job market as the country shifts toward service and high-technology industries, they now must compete with graduates from a growing variety of technical-training institutions.

At the peak of the nation's economic growth in the 1960's, there were four vocational-high-school students for every six academic-high-school students. Today the ratio has dropped to three to seven.

"The diploma still has the same value," says Fuku-o Masuda, principal of Kudamatsu Technical High School, "but industry doesn't want to hire our graduates now." Vocational high schools are being "overwhelmed," he says, by growth in other types of education.

In technical training, vocational high schools now compete with the public-sector systems of junior colleges and five-year technical colleges, both postwar innovations, as well as vocational-training centers, higher industrial schools, and other corporate training programs. His graduates, says Mr. Masuda, are no longer recognized by businesses as being "special."

'All Our Workers Can Read'

Yet it is at this lower stratum of the workforce—and not at the rarified heights where creative minds are now sought—that the Japanese system of schooling has had its greatest economic impact. Assembly-line workers receive a public education that is, through high school, essentially the same as their counterparts in management. Unlike the American blue-collar worker, who can earn a diploma with no real grasp of math or science, the Japanese worker is conversant with highly technical matters.

As Thomas P. Rohlen notes in his book *Japan's High Schools*: "The great accomplishment of Japanese primary and secondary education lies not in its creation of a brilliant elite but in its generation of such a high *average* level of capability."

Kazuyuki Shindo, a vice president at Toyo Kohan, a major producer of tin plate, confirms this contention, insisting that many of the blue-collar workers at his factory could, with a little training, handle his top-level job. Japanese firms make fewer distinctions between employees than U. S. companies, he says. There is less difference between the ability, deportment, and even salary of managers and workers. "After all, anybody can stamp papers all day," Mr. Shindo says.

Like many other Japanese executives, Mr. Shindo would like to see more emphasis in the schools on foreign languages and international courses. He says that would be an economic plus in an exporting economy. He can also see Japan's overall need for research innovation. He knows the economy is changing. But for now, Mr. Shindo is extremely satisfied with his workforce.

So is Nissan's Mr. Umehara. When asked the main difference between Japanese and U. S. automobile manufacturers, he says simply, "All our workers can read."

Readers

Just for fun, I took a metro ride during the morning rush hour from Korakuen to the shopping and business district of downtown Tokyo. As I boarded the train, a phalanx of businessmen, students, and office workers charged forward in one bone-crunching surge, squeezing through the narrow gate of the subway door in the brief seconds that it remained open.

'At each stop, more people jammed through the door, and although we were squashed together, passengers read their books and newspapers. There was hardly enough room for their eyes to move, let alone their hands.

This is truly the most literate society in the world, I thought. What were they reading? Hideo Kobayashi's study of Mozart? Tips on getting into Todai? *Forming Learning Ability* by their leading educational researchers?

Peering over shoulders, I noticed that many of the men were reading either sports pages and cartoons or pulp pornography—a real eye-opener for 8:30 A.M.

The darker side of this corporate education network is its impact on the development of the formal education system. Graduate education in particular has suffered.

Adult Learning Within Industry

Size of firm	Number of firms surveyed	Firms with education programs	Education program participants: New employees	Hired in midcareer	Middle-employees	Foremen, supervisors	Management	Firms without education programs
(employees)								
30-99	421	48.7%	41.6%	27.6%	36.6%	19.7%	22.8%	51.3%
100-299	399	74.9	69.2	44.1	53.9	39.3	42.4	25.1
300-499	220	87.7	81.8	50.5	65.0	53.6	54.5	12.3
500-999	264	91.3	87.5	62.5	74.2	59.1	67.0	8.7
1,000-4,999	394	96.7	95.7	71.1	84.3	74.1	78.9	3.3
More than 5,000	231	100.0	95.7	73.2	90.9	73.6	87.0	0.0
Total	1,929	80.4	75.5	52.7	64.9	50.8	55.7	19.6

Source: Ministry of Labor

Tokyo University Graduates Who Head Leading Firms

Top businesses listed in Tokyo Stock Exchange	Number of firms	Number of presidents	Percent
Designated speculative stocks	8	5	62.5%
Marine and mining industries	13	3	23.0
Construction, food	123	26	21.1
Textile, paper	59	13	22.0
Chemical, petrochemical	110	34	30.9
Rubber, porcelain	37	8	21.6
Steel, metals	75	23	30.7
Machinery	68	10	14.7
Electrical works	81	16	19.8
Transportation, precision machinery	59	14	23.7
Miscellaneous manufacturing industries	21	2	10.0
Commerce, financing	175	44	25.1
Real estate	11	2	18.2
Transportation, warehousing	51	12	23.5
Electricity, gas	14	5	35.7
Service	7	5	29.4
Total	922	222	24.1% (average)

Source: "What Does A University Mean to the Japanese," *Business Community* 18, (Spring, 1978) 58.

Tokyo University Graduates in High Government Positions

Office	Percentage who are Tokyo University graduates
Ministry of Finance	88.6%
Ministry of Foreign Affairs	76.0
National Land Agency	73.5
Autonomy Agency	70.5
Ministry of Transportation	68.5
Ministry of Construction	67.5
Ministry of Agriculture and Forestry*	64.7
Ministry of International Trade and Industry	63.7
Ministry of Labor	61.7
Ministry of Justice	60.7
Economic Planning Agency	60.0
Ministry of Education	60.0
Defense Agency	57.9
Environment Agency	55.9
Ministry of Postal Services	50.8
Ministry of Health and Welfare	48.6
Prime Minister's Office	45.9
National Police Agency	44.9
Science and Technology Agency	44.9
Administrative Management Agency	40.5
National Government Average	62.3

* The figure for the Ministry of Agriculture and Forestry includes the Forestry Agency and Food Agency.

Source: "What Does A University Mean to the Japanese," *Business Community* 18 (Spring 1978), p. 56.

R4800-2

THIS WEEK'S FORUM: PAGE 33

NEW DIRECTIONS

A $700-million school-reform bill that was expected to generate heated debate has been unanimously approved by the Georgia Legislature; it raises teachers' salaries, mandates full-day kindergarten, and establishes a core curriculum.

See Page 5.

CHANGING PATTERNS

Although its highly organized and smooth-running education system has served Japan with extraordinary success, pressure for reform is mounting, traditions are being questioned, and signs of stress are showing. For the final installment of "Schooling in Japan":

See Page 15.

EDUCATION WEEK

American Education's Newspaper of Record | Volume IV, Number 24 · March 6, 1985

© 1985 Editorial Projects in Education

Reagan Pledges Administration Focus on Choice

Calls for 'Basic Values,' Parent Role in Curricula

By Anne Bridgman

WASHINGTON—In his first address on education since he began his second term, President Reagan last week termed "choice"—the right of parents to "greater freedom to send their children to the schools they desire without interference by . . . government"—the first of five "guideposts" in education to which his Administration would give full attention.

To encourage parental choice, the President said, he intends to continue his effort to enact tuition tax-credit and voucher legislation affecting both public and private education.

"Tuition tax credits and education vouchers would foster greater diversity and, hence, higher standards throughout our system of education," the President said in an address at the annual conference here of the National Association of Independent Schools. "These proposals have the support of the American people. Make no mistake. Secretary Bennett and I intend to see them through to their enactment."

In addition to choice, Mr. Reagan said, federal and local efforts to improve schools should focus on teachers, curriculum, setting, and parents. "If we concentrate on these five guideposts," he said, "then I know American education will enjoy a great renaissance of excellence—and enble us to achieve new strength, freedom, and prosperity in the century to come."

Continued on Page 29

BARBARA HADLEY

President Reagan, speaking last week in Washington at the annual meeting of the National Association of Independent Schools.

Governors Affirm Education as Priority Despite Threat of Federal Budget Cuts

By J. R. Sirkin

WASHINGTON—Facing almost certain federal budget cuts that could force them to raise taxes or reduce services, governors interviewed here last week nonetheless reaffirmed their commitment to education reform.

"We're going forward, not backward," said Gov. Mark White of Texas.

"Whatever emerges in Washington, in our state we're going to go ahead," commented Pennsylvania's Gov. Richard Thornburgh.

The governors were gathered in Washington for the annual winter meeting of the National Governors' Association, a bipartisan group that represents their interests in the capital. A few days earlier, state legislative leaders had gathered here for their own winter meeting, sponsored by the National Conference of State Legislatures.

Both meetings were dominated by concern over the federal deficit and the Reagan Administration's proposed 1986 budget. State leaders in both parties made it clear that they think the Administration is trying to balance its budget at the states' expense.

"That's exactly what they're doing," Gov. Richard Celeste of Ohio, a Democrat, said.

Concern over the deficit was so great that the governors' association approved a reso-

Continued on Page 27

'Excellence' Panel Urges Rigorous Teacher Training

But Majority Dissents on Failure To Urge 5-Yr Plan

By Cindy Currence

DENVER—The report of the National Commission for Excellence in Teacher Education, released here last week, calls for longer and more intellectually rigorous training programs for prospective teachers.

But to the dissatisfaction of at least 10 of the commission's 17 members, the report stops short of advocating an additional year of post-baccalaureate pedagogical study.

The commission's unwillingness to urge such a change prompted a majority of the members to add a dissenting footnote to the report; some also aired their criticism here during the annual meeting of the American Association of Colleges for Teacher Education.

The 17-member excellence panel—which includes teacher educators, teacher-union officials and legislators—was established last March by AACTE to formulate strategies to improve the preparation of the nation's

Continued on Page 28

Reconstituted Civil-Rights Commission Steams On New Course

By Tom Mirga

WASHINGTON—Last month, the Equal Employment Opportunity Commission, the federal agency charged with enforcing the nation's employment discrimination laws, announced that it will drastically reduce the number of lawsuits it files aimed at obtaining relief for entire classes of employees, such as blacks and women, and will instead focus more attention on complaints filed by individuals.

The major policy shift was announced less than a week after William Bradford Reynolds, head of the Justice Department's civil-rights division, told a group of lawyers in Florida that "it will not be long" before affirmative-action plans involving quotas and other race- and gender-conscious remedies become a thing of the past.

Mr. Reynolds' statement, in turn, was preceded by President Reagan's first meeting in late January with his top appointees to the U. S. Commission on Civil Rights, who reported to him that his Administration has "turned the corner on the civil-rights debate."

"We believe that quotas are a dead issue,"

Chaves, Pendleton

Clarence M. Pendleton Jr., the chairman of the panel, told reporters following the Jan. 29 meeting with the President. "We want to

Continued on Page 12

Hatch Regulations Misinterpreted, Bennett Asserts

By James Hertling

WASHINGTON—Secretary of Education William J. Bennett said last week that the controversial Hatch Amendment regulations are much narrower in scope than conservative groups' interpretations have claimed.

The 1978 amendment and the Education Department's 1984 regulations give parents the right to limit their children's involvement in some types of federally funded school programs—in particular, testing that elicits information about personal or religious values.

While Mr. Bennett has said he supports the regulations and increased parental oversight in schools, he said last Thursday that the disputed rules do not apply to teachers' guides and instructional materials in the regular curriculum, echoing the law's sponsor, Senator Orrin G. Hatch, Republican of Utah.

Continued on Page 29

IN SUMMARY

Vouchers in Minnesota
Governor Perpich has sent lawmakers a version of his public-school voucher plan that disregards many of the recommendations made by a panel named to study the plan. **Story on Page 6.**

Wildcats in Mississippi
Teachers in 20 districts in Mississippi—which pays the lowest teachers' salaries in the nation—have gone on strike in defiance of a court order. **Story on Page 7.**

Higher-Order Thinking in Michigan
The Michigan state board has approved the development of a test designed to assess students' higher-order thinking skills, but state officials are unsure what skills should be tested. **Story on Page 8.**

'Sweep Search' in Detroit
A body-search of randomly selected students in a city high school has triggered a lawsuit that may test the standards for student searches set recently by the U. S. Supreme Court. **Story on Page 9.**

'Human Tragedy' in Chicago
Calling Chicago's dropout problem "a human tragedy of enormous dimensions," a new study has found that almost half of 1980's freshman class failed to graduate. **Story on Page 10.**

A Decision Not To Decide
The Supreme Court has refused to review a lower-court ruling allowing an Ohio district to dismiss a bisexual high-school counselor solely on the basis of her sexual preference. **Story on Page 11.**

Opposition to Job-Program Cuts
Congressional leaders have voiced strong opposition to an Administration proposal to eliminate the Job Corps and to slash the budget of the Job Training Partnership Act. **Story on Page 11.**

Curriculum	29	In Federal Agencies	28
Commentary	31 and 40	Grants	34
Events	34	Letters	31-32
Federal File	11	Marketplace	35

FORUM
"Nation at Risk or Children at Risk?," Gesell Institute of Human Development. **Statement on Page 33.**

EDUCATION WEEK (ISSN 0277-4232) is published 42 times per year (weekly except for the first week in January, the last week in June, the month of July, the first two weeks in August, and the last two weeks in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 1255 23rd Street, N.W., Suite 775, Washington, D.C. 20037. (202) 466-5190. Subscriptions: U.S. and Canada: $39.94 for 42 issues. Foreign: $85.94 (airmail) and $56.44 (surface mail) for 42 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. **POSTMASTER:** Send address changes to EDUCATION WEEK, P.O. Box 1939, Marion, Ohio 43305. Volume IV, Issue 24.

Main Editorial and Business Offices
Suite 775, 1255 23rd Street, N.W.
Washington, D.C. 20037
(202) 466-5190

For New Subscriptions, Subscription Problems, and Changes of Address Write to:
Education Week
Post Office Box 1939
Marion, Ohio 43305

EDITOR
Ronald A. Wolk

EXECUTIVE EDITOR
Martha K. Matzke

ASSOCIATE EDITOR
M. Sandra Reeves

ASSISTANT EDITORS
Anne Bridgman, Cindy Currence, Tom Mirga

STAFF WRITERS
Linda Chion-Kenney, James Hertling
Lynn Olson, Sheppard Ranbom
Blake Rodman, J.R. Sirkin, Alina Tugend

MIDWESTERN BUREAU
Peggy Caldwell
Midwestern Editorial Office
Cleveland, Ohio

COMMENTARY EDITOR
Jane Freundel Levey

EVENTS EDITOR & COPY EDITOR
Tricia Furniss

BOOKS/LETTERS EDITOR
Pamela Winston

ART DIRECTOR
Beth L. Schlenoff

PRODUCTION/SYSTEMS MANAGER
Martha Swain

FULFILLMENT MANAGER
Carolyn Winston

MARKETING ASSISTANT
Janice Lopez

CIRCULATION ASSISTANT
Sandy Garthwaite

ADMINISTRATIVE ASSISTANT
Joanne Tarr

PUBLISHING CONSULTANT
Lawrence A. Durocher Jr.

OFFICE MANAGER/BOOKKEEPER
Lorna Green

STUDENT INTERN
Pamela G. Pitt

MARKETPLACE ADVERTISING
Sandy Garthwaite
202/466-5190

DISPLAY ADVERTISING
East Coast and Midwest
Director
Leslie K. Hubbard
Suite 775
1255 23rd Street, N.W.
Washington, D.C. 20037
202/466-5190

ADVERTISING SALES REPRESENTATIVE
West Coast, Oklahoma, and Texas
Joe Shere
1507 Bonnie Doone Terrace
Corona del Mar, Calif. 92625
714/640-5689
Display Advertising Only

Grants to help establish *Education Week* have been made by the following philanthropic foundations: Atlantic Richfield Foundation, Mary Reynolds Babcock Foundation, Carnegie Corporation of New York, Cleveland Foundation, Denver Foundation, Geraldine R. Dodge Foundation, E.I. du Pont de Nemours & Co., Exxon Education Foundation, Faye McBeath Foundation, Frost Foundation, George Gund Foundation, Hartford Foundation for Public Giving, William and Flora Hewlett Foundation, Kettering Family Fund, Ittleson Foundation, Esther A. and Joseph Klingenstein Fund, Lilly Endowment, William Penn Foundation, Permanent Charities Fund of Boston, Sid W. Richardson Foundation, Rhode Island Foundation, Rockefeller Foundation, San Francisco Foundation, Shell Companies Foundation, Standard Oil of Ohio, Tinker Foundation.

SUBSCRIPTION RATES IN U.S. AND CANADA

One year (42 issues). . .$39.94. Two years: $69.00. Three years: $99.00. Outside the U. S. and Canada. . .$56.44 per year for surface mail and $85.94 per year for airmail. Send subscription correspondence to: Education Week, P.O. Box 1939, Marion, Ohio 43305.

Back issues are available at $2.00 each (first class postage pre-paid). Send order to: Back Issues, Education Week, Suite 775, 1255 23rd Street, N.W., Washington, D.C. 20037.

THE WEEK

FEDERAL

Civil-Rights Groups Press Case for Grove City Bills

On the first anniversary of the Supreme Court's ruling in *Grove City College* v. *Bell*, which limited the scope of federal laws barring sex discrimination in education, a group of civil-rights organizations gathered to lobby for legislation that would nullify that decision.

The groups—including the National Organization for Women, the National Association for the Advancement of Colored People, and the Disability Rights Education and Defense Fund—last week urged passage of the bipartisan "civil rights restoration act of 1985."(*See Education Week, Feb 16, 1985.*)

Leslie R. Wolfe, chairman of the National Coalition for Women and Girls in Education, said that since the Court's ruling, at least 63 sex-discrimination cases filed with the Education Department have been closed, limited, or suspended. The majority of the cases, she said, were filed under Title IX of the Education Amendments of 1982, but some were brought under Section 504 of the Rehabilitation Act of 1973 and Title VI of the Civil Rights Act of 1964.

"Now the potential for federally funded discrimination is virtually limitless," Ms. Wolfe said.

Before the Court's ruling, institutions that received federal aid had to comply with federal anti-discrimination laws. However, in *Grove City*, the court ruled that only a specific program that receives federal aid, rather than the entire institution, must comply with such laws.

Congress Designates National Science Week for Students

Members of the House and Senate have sponsored a joint resolution to designate May 12-18 "National Science Week."

Scientific organizations, private industries, museums, and the media are planning an array of activities for the week to increase the public's awareness of the role of science and technology in American life. The New York Academy of Sciences, for example, plans to have 2,000 of its scientists nationwide lecture in schools and communities that week.

The Association of Science and Technology Centers is encouraging its 1,600 member museums to hold special exhibits, live science demonstrations, and other special events for students.

Corporate sponsorship for the week is being provided by the Du Pont Company, Eastman-Kodak, General Electric, and the International Business Machines Corporation.

More than 150 students, teachers, members of Congress, and representatives of the National Science Foundation gathered in Washington, D. C., Feb. 21 to celebrate the introduction of the joint resolution in the Congress. Senator Jake Garn, Republican of Utah, gave a videotaped message to the students.

A student with the Young Astronaut Program presented Senator Garn with a paper airplane to take with him on his upcoming flight on the space shuttle. Senator Garn will test the flight of the plane in the weightless environment of the shuttle as part of a "Toys in Space" experiment to be conducted by the astronauts to teach children how simple mechanical systems work without the tug of gravity.

Congress Questions N.S.F.'s Plan To Defer Spending

Several members of Congress have expressed displeasure over the National Science Foundation's plan to put off spending $31.5 million for science education until fiscal 1986.

During hearings on the N.S.F. budget held late last month by the House Subcommittee on Science, Research, and Technology, which is responsible for overseeing the agency's activities, committee members said they were unhappy with the agency's plan to delay spending the $31.5 million for the second year in a row, according to Grace Ostenso, a staff member for the committee.

Last year, the Congress allowed the agency to put off spending the funds because it was in the process of re-establishing its science-education program. But the Congress directed the agency not to carry over the money again.

Erich Bloch, director of the N.S.F., said at the hearings that despite the agency's "initial optimism" and "best efforts," the N.S.F. would not be able to spend all the money this year.

At least one member of the committee, Representative Timothy E. Wirth, Democrat of Colorado, said he thought Mr. Bloch's statement was "outrageous," given the need to increase training for precollegiate science teachers.

STATES

Wyoming Governor Signs Bill Permitting Alternative Schedules

Gov. Ed Herschler of Wyoming has signed into law a bill that permits school districts to develop alternative scheduling as long as they continue to meet state educational requirements.

The new law, which was approved by the state legislature last month, will permit local districts to offer such innovations as a longer school day and a four-day week, said Audrey M. Cotherman, deputy state superintendent of public instruction.

With this flexibility, districts can supplement four days of academics with one day of extracurricular activities at the elementary-school level or a day of work experience for high-school students, Ms. Cotherman said. Such scheduling should reduce classroom interruptions and improve the time students spend on academic subjects, she added.

Districts that would like to implement alternative scheduling are required to present their educational objectives to the state board of education, which must approve all proposals. The board will not approve any schedule that reduces the minimum number of hours students are currently required to be in school each year—875 for elementary students and 1050 for secondary students.

R. I. High Court Grants Authority To School Boards

A ruling by the Rhode Island Supreme Court has granted almost total control over local school spending to school committees—at the expense of city councils and voters at town meetings.

The ruling, in a case involving the Essex-West Greenwich Regional School District, requires municipalities to honor any contract entered into by a school committee. In Rhode Island, such contracts account for about 90 percent of local school spending.

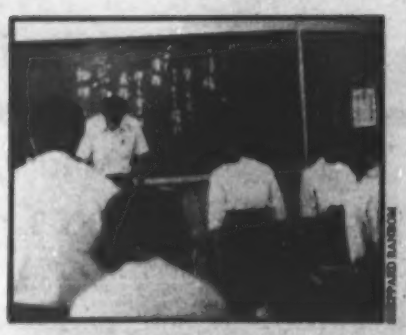
The issue arose when the citizens of Exeter-West Greenwich voted at a regional financial meeting last year to cut $400,000 from the school budget, leaving the district with a $325,000 deficit.

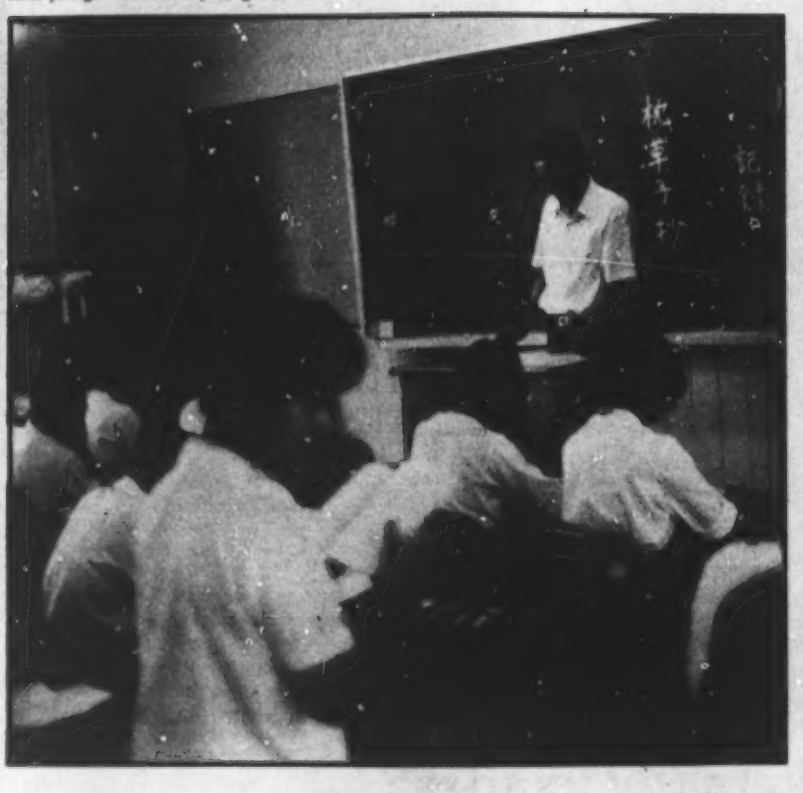
J. Troy Earhart, the state's commissioner of elementary and secondary education, ruled that the towns had to come up with funds to avoid the deficit, and the courts concurred.

According to Forrest Avila, counsel to the commissioner, the court's decision "really clarifies the law," so that parties to contracts with school committees, including teacher's unions, "know where they stand."

Vermont Teachers Seek $113 Million At Capitol Rally

Vermont teachers and their supporters rallied at the Capitol in Montpelier recently in favor of a proposed $113-million increase in state





Tokuyama high-school students show Nobuhisa Kawamura the traditional signs of respect—a bow before class and their quiet attention—that some younger teachers are finding all too rare.

By Sheppard Ranbom

LITTLE POWER, MANY DEMANDS

Teachers have a union but little legal power to enforce better working conditions, and the union's appeal is slipping.

Even in America, the idea is not as simple as it sounds: Give the best teachers extra pay and recognition and the whole teaching profession will be invigorated.

In Japan, where a giant national teachers' union guards the professional turf, where teachers share equally in the public's respect, and where teaching salaries, though fixed by schedule, are comfortably above those of other public-service professionals, the idea of giving incentive pay was, to some, a bureaucratic blunder.

Now, seven years after its implementation, Japan's version of the American master-teacher concept appears to have backfired mightily, producing far more invective than incentive.

Even before the teaching masters got a single installment of their token 200-yen-a-day pay boost (less than $25 a month), most of them had pledged to give the money to their union.

And, instead of the hoped-for rejuvenation of the teaching corps, the Ministry of Education, Science, and Culture found it had created yet another battle line in its continuing war with the 630,000-member Japan Teachers' Union (J.T.U.).

The J.T.U. believes that the plan to reward so-called master teachers—in Japan they are called *shunin*—is merely part of continuing government efforts to weaken union influence and enlarge state control over education.

Already, union leaders say, the education ministry uses required trainee programs as "indoctrination sessions" to lobby against union membership, with local education officials enlisted to talk new teachers out of joining the J.T.U.

The *shunin* system, these union leaders say, is designed to switch the loyalties of the nation's best teachers from the classroom to a well-oiled school bureaucracy.

History of Mutual Distrust

Enmity between the union and the government stretches back to the first days of independence, after Occupation forces left the island in 1952. It was then that a conservative majority in the newly elected Diet, the national legislature, tried repeatedly to disband the J.T.U. because of what it charged were the union's left-wing political objectives.

Today, a mutual mistrust still dominates the relationship. But the constant friction it generates, says William K. Cummings, a sociologist who is the senior fellow at America's East-West Center in Hawaii, actually serves to "shape the national debate" on the direction and focus of schooling.

Despite a recent decline in membership, the J.T.U. remains a strong counter force to the monolithic planning and decision-making powers of the Ministry of Education. And almost daily, the Japanese press reports their skirmishes over educational priorities to a public eager for better schools.

The J.T.U. is currently attacking on several fronts. It opposes the Prime Minister's ad hoc reform committee because it says the panel lacks the broad-based membership a restructuring of the education system deserves. It also criticizes the national budget on the grounds that an increasing share has gone for defense, cutting domestic spending and delaying promised pay hikes and class-size reductions.

A 'Standard Rule' of Obedience

But the longstanding master-teacher feud goes to the heart of the union's grievances—its belief that the bureaucracy puts politics above learning.

Says Makoto Kunishige, a retired principal from Kudamatsu: "In Japanese schools, there is a standard rule. Obedience to higher authority is tied to promotion and keeps discipline in the ranks. Good teachers who are concerned with kids and don't care about staying in line do not become principals or *shunin*."

Mr. Kunishige says he became a principal only on the eve of his retirement, and then, only because "some high-ranking official owed a favor." On the other hand, he says, "average teachers who are good politicians are often promoted very quickly."

The Kudamatsu principal is not alone in criticizing the smooth-running political machinery that operates the nation's school system. Many educators say that, from the national ministry to the prefectural and city school boards to the schools themselves, there is a remarkable lack of dissent within the administrative ranks.

That is why, Mr. Kunishige and others argue, the checks and balances the union provides are so important to the system's evolution.

Union's Appeal Slipping

But they fear that, little by little, the effectiveness of the teachers' union is being chipped away. Its membership—still strong with roughly 65 percent of the 1 million-member elementary and secondary teaching force enrolled—has dropped by more than 50,000 since the mid-1970's. Now, its strength is basically in urban areas and its appeal to young, beginning teachers is slipping dramatically.

"In the old times," says Eiichi Yokoyama, the director of people's education programs of the J.T.U., "most younger people automatically joined. Now only half of the newly recruited teachers become union members."

At the same time, he notes, the older backbone of the union is retiring. In 1980, about one-fourth of the elementary-school teaching force, 16 percent of lower-secon-